

Vol. 17. No. 1.

(Continued on Page S.5)

Lessons in Business Penmanship.

[BY C. P. ZAKER.—BEGIN IN DECEMBER—
COPYRIGHT INTERESTS RESERVED.—NO. 2.]

Rejection.

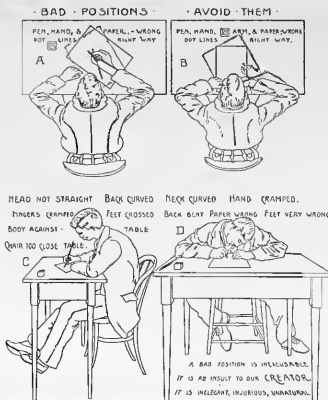
IN "looking backward" how well do we recall to mind the many fruitless efforts made in our practice and all because of thoughtless, indifferent, purposeless manner. We thought, it is true, but our thinking was visionary. We were not indifferent toward our future, but we were shiftless and spasmodic in our efforts. We had a purpose in view but had no rules to govern the efforts which were to achieve our hoped-for distinctions. Now, dear pupil, reader, do not risk your futures by such processes. The odds will be against you, as they have been against us unless you heed this advice. Had we not been the possessors of more than an ordinary amount of industry and stick-to-it-iveness we should have failed by the way. There is but one *sensible, scientific* road for travel if you desire to achieve meritable success, and that is patient, uniform, persistent, intelligent practice.

Observations.

Nearly every day do our eyes tell our judgments that there is a tendency toward too much movement and not enough form in the practices of our profession. Reck-

on prejudices to sway our better judgments—we are long find ourselves with a few followers beyond the common mass of

method by which one may pursue given courses with safety and normalcy. Thus the tendencies are to extremes, but



Suggestions.

Be not led by enthusiasm to forget that form is as essential as movement, nor by beauty of form to such an extent that you underestimate movement. Both are indispensable, both are absolutely needful, to a practical style of penmanship.

Study.

The plates *a* and *d* are for study. They reveal the proportional, accurate and ideal in shape. Those to the left represent the ones used largely now; the ones to the right, those used extensively some years ago. The "Conservatives" are too beautiful for rapid or thoughtless execution, while the "Moderns" forms are less beautiful, but more applicable in simplicity of execution.

Practice.

Unless you intend to work with a will, with your mind on your work, you had better not practice at all. You may form bad habits by thoughtless effort, or at least confirm some now established habit which the practice is supposed to overcome, which it would if properly directed.

Instructions.

Review plates A and B. Read small lettering on plates C and D. Refrain from finger action. Let the fingers (thumb, first and second) hold the pen while the muscles of the forearm do a majority of the work, allowing the hand to assist only in the down strokes and detail, and the upper arm only in the larger, longer movements.

Finger movement is too irregular, spasmodic and violent. Upper arm or shoulder (popularly known as Muscular) movement is too reckless, wild and unmanageable for uniform usage.

Therefore seek a medium. Keep in mind the fact that the hand rest (the little finger) slides to the right in up strokes and rests in making the down strokes.

Use your mind as well as your muscle. The former is the motive power, the latter but the implement of the former.

Conclusions.

Remember that rapid writing means, at best, readable writing; that it may be somewhat easily written, but that it may be difficult to read. The fact is, the writer should keep in mind the reader, so as to not cause the latter to decipher that which should be good enough to interpret at first glance. Nor should the reader be so exacting as to demand accuracy and beauty, for that would require undue effort on the part of the writer. A good medium is "easy to read and easy to write."

Unruled Paper for Practice.

EDITOR OF THE JOURNAL:

I have never been able to understand why almost every teacher of penmanship permits his students to use ruled paper exclusive of the unruled for practice. Surely it is essential that every one should be able to write a straight line on an unruled page; yet how few of even our good writers can do it.

Where the best writing is required, and that which is usually exposed to the view of the public, we do not find the ruled page; and, in fact, any page of writing will present a much more pleasing appearance if executed on an unruled page and does not have a few "point rules" on the bottom. All that is necessary to accomplish this is practice on unruled paper. One side of the paper may be ruled and the other unruled, and the student will soon learn to write as well without a ruled line as with one, and the lines will be straight and all the same distance apart, which will be an accomplishment of much pleasure and no little worth.

W. E. STIFF.

Bushnell (H.) Nor, Cal.

See Price Complications for Home Students and this, and at the bottom of the page. If you want \$5 for greatest improvement and have just the place to get it. But suppose you should miss it? The study and practice put in the effort would be worth more to you, in the long run, than any one's word you hear every day.

Note carefully also the details of Composition No. 1. Here is a chance for you to exercise your ingenuity and be well paid for it. The student who writes to all, who's subscribers or not, and an undisturbed number of suggestions may be sent by the same person. Tell your friends about it and let them try their hand. No time to lose.

Plate C. ———— MODERN ———— STANDARD FORMS FOR STUDY ———— CONSERVATIVE ———— Ideal.



PLATE C. ———— SHORT LETTER ANALYSIS AND PRACTICE ———— FREE YET FIRM.

LET LITTLE FINGER GLIDE TO RIGHT IN MAKING UP STROKES—REST IN MAKING DOWN STROKES. UP STROKE (HORIZONTAL) IN A EXERCISE.

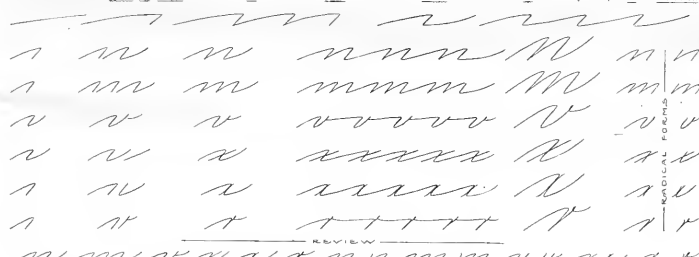
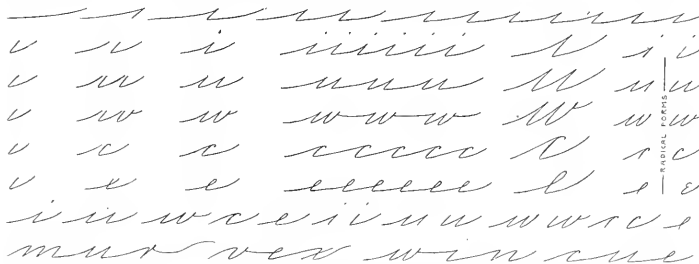


Plate d. ———— MODERN ———— STANDARD FORMS FOR STUDY ———— CONSERVATIVE ———— FIRM.



PLATE D. ———— SHORT LETTER ANALYSIS AND PRACTICE ———— FREEDOM.

USE THUMB AND FIRST FINGER IN FORMING OUT OF V, R, C, AND W BUT NO MORE. HAND ACTION IS SUPERIOR.



less, senseless, tangled forms are as undesirable as slow, cramped, paralyzing ones.

Traditions.

The one great drawback to reform is extraneous. We see a thing is wrong—we catch glimmering beams of light as to how we may right the wrong—we begin our work of reformation before considering well the wisdom of our acts—we become imbued with enthusiasm—we allow

humanity—we see that we are being isolated from the majority—we imagine are right and they are wrong—they think we are cranky, we think they are behind the times.

Thus it is that reformations begin and go to extremes, but the minds of the people are quickened thereby, the enthusiasm of the reformers is somewhat chilled by separation, and finally when both extremes meet we have a medium or

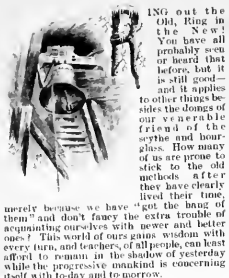
the tendency of all the tendencies is for right, for progress, for truth.

The tendency has been of late to go to an extreme in teaching movement, as it was years ago to ignore it, but we see clearly that a new and better way is dawning. That way is to recognize both form and movement. In this series it is hoped to generate enough movement to be easy in execution and to govern it sufficiently to be well in form.



Paternal Notes.

(INITIAL BY J. F. BILLEY.)



ING out the Old King in the New. You have probably seen or heard of this before, but it is still good—and it applies to other things besides the domes of our venerable friends of the church and hospital. How many of us are prone to stick to the old methods, after they have clearly lived their time, merely because we have "got the bug" and don't fancy the extra trouble of acquainting ourselves with newer and better ones? This world of ours goes on with every turn, and teachers of all people, can least afford to remain in the shadow of yesterday while the progressive mankind is concerning itself with to-day and the morrow.

Bo. J. H. Bachteler is doing excellent work as Writing Supervisor of La Fayette, Ind. We have received from him a pleasant letter containing a brief statement of his work and an account of an ingenious device for stimulating the learner's interest. This will appear in THE JOURNAL very shortly. Mr. B. also sends a number of skillfully made exercises.

A. Palmer, Sup't. of City Schools, Annapolis, Md., takes a deep interest in the subject of penmanship, and we dare say this is very apparent in the work done by the students.

Penmanship Outline.

BY MISS LUCY E. KELLER, DUTH, MINN.

We aim at a legible, rapid hand, suitable for ordinary business purposes.

Copies are written on the blackboard by special teacher, who gives a 20-minute lesson in each room over in two weeks.

Practice sheets are used for the present. Staff-ruled paper, with three spaces between the base lines, is used in grades 1, 2 and 3. Single-ruled paper is used above the third grade.

In the intermediate grades—third and fourth—when ruled by the teacher from staff-ruled to single-ruled, we use a sheet with the upper half staff-ruled and the lower half single-ruled. This paper is called No. 2 and is used at the discretion of the special teacher.

Pencils are used in grades 1, 2 and 3. Pupils are transferred to pen and ink in either second or third grades when thought best by the specialist.

Practice sheets are finished by all at the same time, collected, marked and preserved by the regular teacher, until examined and disposed of by the special teacher. The object of this is to enable each child to measure and the same amount of work on part of each pupil. All blotting or soiled papers bring down the per cent. of the room, and if this occurs too often the paper must be re-written by the pupil.

If the lesson is not completed in a satisfactory manner by the whole number, it must be repeated by the whole.

The study of penmanship has four natural divisions: physical training, position, form, movement.

Acknowledging in holding the pencil may be best overcome by daily exercises, conducted like the calisthenics. These exercises will be given from time to time by the special teacher. Position and form should be acquired in the primary grades. The grammar grades then take up the most difficult part of the work, that of combining the original neatness and legibility with rapidity—a rapidity earned by movement. Movement exercises begin with the use of pen and single-ruled paper.

Use the square front position. In our present lessons we will take in

order, small lessons, figures, words, capitals, sentences, movement exercises, letters and business papers.

Every sensible teacher will know the utility of teaching good pencil position, unless she herself has an every-day correct position of hand and pencil. The teacher should provide for herself a book and write the lesson in advance. Many little devices will then be thought of, to make sure among pupils.

Write out the devices, and so have a ready store upon which to draw when the lesson is on the point of dragging. We must endeavor to entertain. In the higher grades, very little individual help ought to be given, but in the primaries it is a necessary element of success.

Do not use flannel pen wipers. It is a pleasure to the special teacher to enter a room where the pupils are ready with pen and paper—where the ruler,

Third week—Review third term, first year. Movement exercises throughout term. All small letters developed and practiced in words and sentences. Review

SECOND TERM.

Review first term. Movement exercises throughout term. Practice Fourth and Fifth Principle letters from correct copies on board and paper; use at beginning of words and sentences. Review.

THIRD TERM.

Review first and second terms. Movement exercises throughout term. Sixth Principle Group practiced from correct copies on board and paper, and used in words and sentences.

Write Small and Capital letters in groups (see groups I and II). Name of school. Street and house number. Review. Test specimens and compare with ideal.

5. Materials.

Pens (Gillett's school pen No. 351, recommended). Ink (black). Penwiper. Blotter.

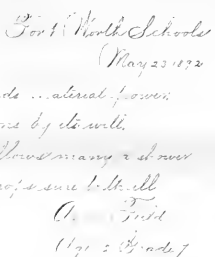
Tracing copy-books (where copy-books are used). Practice paper, space ruled.

6. Time. At least twenty minutes daily.

7. Review Course for First Year.

Primary Elements and First Principles, Etc.

SLANTING STRAIGHT LINE, RIGHT CURVE, LEFT CURVE, LOWER TURN (last part of n), UPPER TURN (first part of n), LOOP II.



Writing Specimen from Grade VII, in THE JOURNAL'S recent Public School Compendium (G. W. Ware, Supervisor). Other specimens will appear from time to time. Let us see the work your pupils are doing.

chalk and eraser are placed ready for use before a clean board, and where the teacher is attentive and ready to give help when needed.

Such a room will spend the most profitable twenty minutes, and there will be found the most rapid improvement.

Teaching Children to Write.

A Graded Course of Study in Penmanship for Public Schools.

BY J. C. WITTER—COPYRIGHT INTERESTS RESERVED—NO. 14.

(This series was begun in December, 1907. All the book numbers at this time have to be put at the price of the copy for single numbers, \$1 for twelve numbers. Those who wish to secure complete sets should order, giving numbers at other prices if they are being rapidly disposed of.—PENMANSHIP P. A. J.)

SECOND YEAR.

Outline.

1. Objects. Freedom of movement. Knowledge of Elements, Principles and Letters. Execution. Expression of thought.
2. Points. Good position. Freedom of movement. Lightness of stroke. Neatness. Accuracy in small letter word practice.
3. Means. Body, arm, hand and finger calisthenics. Movement exercises. Object lessons and form study.
4. Matter.

FIRST TERM.

First week—Take specimens and preserve same. Review first term, first year. Second week—Review second term, first year.

without the right curve, INVERTED LOOP (the same form "upside down" as the children may be allowed to say).

The three elements and First and Second Principles (lower turn and upper turn) are one space high. The Third Principle (loop) three spaces high. The term "one space" means the height of the short letters, i, b, m, etc. Instead of saying First, Second and Third Elements or Principles in the Primary grades, use the terms indicated above, which mean something to the children.

BASE LINE.—The horizontal line on which the writing rests.

SPACES.—The real or imaginary /four/ divisions of the space between the base lines. In primary grades some or all of the spaces are ruled.

Groups of Small ("lower case") Letters.

SHORT LETTER (Height: 1) i, m, n, w, o, a, c, e, f, x, x, x. These letters, except a and s, are one space in height; r and s should be one and one-fourth spaces.

LOOP OR THIRD PRINCIPLE GROUP.—1 b, h, k, f, j, g, z. The first five of these letters extend three spaces above the base line. The remaining four and f extend two spaces below the base line.

See "General Directions" (farther on in this paper). Do not allow any shading in primary grades.

SHADED GROUP.—t, d, p, q. The first three letters of this group extend two spaces above the base line, p, d and q one and one-half space below. These letters are usually shaded when written with pen and ink by other persons, but it is better to allow no attempt at shading in the Primary grades.

Copy-Books.

As we have reached the time when many schools use copy-books, and knowing that as a rule teachers are very much at a loss to know how to use them to the best advantage, I have taken the liberty of giving my method as a suggestion (we are required to use two books each year) and would be glad to have the method pursued by other supervisors.

I am of the opinion that copy-books have received much unjust criticism, and that their abuse and misuse has been the cause of many of the sins held at their door. They are valuable and indispensable in public schools where there is no supervisor; and I believe that, used as I suggest, they are an invaluable assistant even to a supervisor.

The pupils must have correct ideals or standards of form. Used for this purpose, to supplement efficient teaching, they are of great value in securing successful results. When required to do the work of the teacher also they have always been and will always be a dismal failure.

Use of Copy-Books.

FOR ALL GRADES EXCEPT FIRST.

First three weeks of year, give to movement drills (upon blank paper) including practice upon the elements and principles and review of essentials of preceding year.

Beginning copy-book the fourth week of school, write two lines of movement exercises such as are printed on the covers of copy-books, or devised by the supervisor or teacher, then two lines of the copy printed at the top of the page, alternate in this way throughout the page and book. In this way, two lines per page can easily be written and sufficient drill on movement given, including the practice on elements, principles, letters, etc., required in the course, upon practice paper. And as much of this should be done as the time that can be given to writing will allow after the required amount of copy-book work is given.

Refer to the exercises on copy-book cover by number, practicing upon the copied and most skilful. Then, when the pupils have written two lines of this exercise (teacher counting quickly) write two lines of copy at top of page, then two more lines of the same exercise, and so on, writing only one kind of exercise on the same page. On the next page, alternate in the same way with the next exercise (or same principle) and so on each page until all the suitable exercises you wish to use can be given; then repeat.

This will secure uniform amount of practice upon nature exercises, and prevent too long writing of the same copy, which deadens the pupil's interest. There cannot be too much repetition provided the pupils are interested, but be careful that movement exercises are not too difficult. As a rule, the easier an exercise, especially in primary grades, the better.

Unless otherwise directed, write two books each year of such numbers as may be indicated by the supervisor and supervisor, with as much supplementary practice upon blank paper as possible. Write carefully, and do not copy-book instead of down in columns.

The first book to be completed February 15th at the close of the copy-book before the close of school in June—at or about which times, every book (and penmanship examination) should be examined by the Superintendent or Supervisor or both, before the pupils are allowed to take their copy-books.

Give three weeks at the beginning of year as already directed to review and movement drills upon practice paper, then one page and a half each week of copy-book (according to instructions above) and in addition as much out-side drill as possible in the time allotted. This will finish the book by the middle of the year, allowing one week for review and examination at the end of first term.

The first week in January give to review and movement drills upon practice paper, then one page and a half each week of copy-book (according to instructions above) and in addition as much out-side drill as possible in the time allotted. This will finish the book by the close of first term, allowing one week for review and examination at the end of second term.

Distribution and Collection of Materials. METHOD RECOMMENDED.—Place books and pens (or pencils for drawing) belonging

to each line of seats on *front desk*. Have pupils sitting in each front seat rise (on signal); take pile of books and bunch of pens (or pencils) and pass down aisle, leaving the *bottom book* on each desk whether owner is present or not. Pens or pencils are placed on desks as monitor returns to his seat.

To COLLECT.—Pupils sitting on *back* seats collect books and pencils or pens, placing each book on top of the text one which will bring them right for distribution again, and this can be done by pupils too young to read the names.

Pupils should be taught to move quickly and comparatively noiselessly. The privilege of being "look monitor" may be granted for good writing, quickness, etc., and they will take pride in doing it well.

TIME NECESSARY (*test-day*).—Thirty seconds for distribution; twenty seconds for position; and ten seconds for "position" signals.

SIGNALS.

1. Position of body, seat and book (open), on paper. See *Position*.
2. Open ink well.
3. Take pen and ink end of fingers (at least one inch and a half from point of pen.)

cleanliness in every possible way. At the close of the lesson ask the children to hold up their hands. Praise those whose hands are clean and have the others go at once and wash theirs.

If one gets ink on his desk have him immediately take a sponge or cloth and clean it. Do not accept papers of any kind that have blots on them, and when advisable rewrite the work. These, and other expedients which will occur to the teacher will very soon cure carelessness in this respect, and this training in itself will be invaluable to the child. If he do not learn habits of neatness and cleanliness now, the chances are they never will. One of the most successful first-grade teachers in our schools gives her pupils pen and ink the first term in school, and, although she has a large school, in a very short time a blot or soiled hand is rarely seen, and when her pupils reach grades above they excel in the use of the pen.

THE PEN.

See that the pupils hold the pen so that the "shank" or two parts of the point rest evenly on the paper. Pens are often ruined in a few minutes and consequently

Drawing, with a rich program. A. E. Parsons, Chairman, and Miss Bertha L. Platt, Secretary. This is as it should be. We hope the time will soon come when every teacher's convention will have such a department. When the great body of public school teachers of this country become interested in this subject and aroused to its importance, we will cease to be a "nation of scribbles."

Miss Annie Sutter is securing excellent results as special writing teacher in the public schools of Bellevue, Ohio. We acknowledge the receipt of a kind letter enclosing list of teachers who are specially interested in this art. Of course Miss Sutter is a reader of THE JOURNAL. She writes: "I feel the Public School Department very beneficial to me in my school work. It contains very many hints and suggestions. She promises to do all that she can to extend the paper's circulation."

We are just in receipt of a new factor in penmanship education, the *Pen-Art Educator*, born last month in Hutchinson, Kan. Its editorials have the ring of the

EDUCATIONAL NOTES.

FOCUS.

Cornell has 154 students.

There are 20 women at Yale.

The first training school for teachers was organized in Frowen in 1783.

Johns Hopkins University has a ten thousand dollar endowment.

The young Emperor of China has begun to study English. His instructors are from the United States.

"When" and "where" are the two eyes of History, but "why" is her brains.—Frank V.

In Italy the proportion of soldiers unable to read or write, which was 35 per cent. in 1867, has nearly decreased to 10 per cent. and it was only 6 per cent. Since then it has steadily increased, and in 1890 was as high as 23 per cent.

The application in the Department of Education of the World's Fair are already more than 1100, and the space desired more than 50,000 square feet.

Forty-one States and Territories seek space in this department.

State Superintendent Goudy of Nebraska has tabulated a report concerning the growth of the public school system in that State for the last ten years. The figures show that the number of schools has increased 100 per cent. The number of scholars, number about three times as many as the financial statements show the same extent of increase.—*The School Journal*.

The National Library at Washington will cover three acres of ground, cost \$60,000, contains room for 400,000 volumes and is twice as many as any other public library in the world contains, and is estimated to afford space enough for the next 150 years.

FANCIES.

Mamma: "I told you not to play on Sunday!"

Little Boy: "I haven't been playin'! I was learnin' my Sunday-school lesson."

"But you are all in a perspiration."

"I was tartin' hand springs between each verse, so's to get it down into my head."—*Good News*.

Teacher: "Does heat always expand and cold always contract?"

Tommy Tattlers: "Cold expands sometimes."

"Indeed? What does cold expand?"

"Cold boils."

Education is not everything. Many a man who could not write has made his mark in the world.—N. O. Peanque.

A mamma, who was about to send her youthful hopeful to Sunday school for the first time, declared first to test the general knowledge of the youth.

"Who made you, Freddie?" she asked.

"God," was the ready response.

"That is right, my dear, now tell mamma who was the first man."

"The 'olomons,'" triumphantly shouted the child.

Miss Anna Vranque: "Which is your favorite college, Sam?"

Charlie Babson promptly: "Neither; Vassar's!"—*Jack*.

Boston Mail: "In Boston even the bookshelves, some of them, have studied Latin."

New Yorker: "In New York nearly all the bookshelves are proficient in Italian."—*Exchange*.

School Teacher: "What little boy can tell me where the hen lays her eggs?"

Boy: "I kin, please."

School Teacher: "Well, Baby?"

Boy: "In the barn. 'Cause the swallow is the stinnickst."

"No you suppose," asked the Sunday school teacher, "that the prodigal son greeted his father loudly and joyfully?" I reckon not, said the bright boy. "His voice must 'a been 'loudly noisy."—*Smith, Gray & Co.'s Monthly*.

JUST FOR FUN.

[COMPILED BY D. F. KELLEY.]

The law-breaker may not be bound himself an early bird, but he is quite apt to be up before the sun.

When a man can't find his shirt button of a Sunday school, he is a good deal like the man with his collar.—*Biographical Leader*.

Joan: "I heard a song that night that took me back to the time when I was a child."

Joan: "What was it?" The Patter of the Skingale.

Dadford Young Man: "Ahem—Sally—a hem—"

Encouragingly: "Well, George?"

B. Y. M.: "Sally, do you speak your ma would be wiled to be my mother-in-law?"

Boy: "Do you think all sinners will ultimately be saved?"

He. Fourthly: "I hope for the best."

Bond: "That isn't what I asked you. I want to know if you believe in the language of the dead?"

The Arabs say they hear it in their language. The nearest they come to it is to the dead, the dead, a man in the land, and then ask him as he turns round: "Does it please Heaven to give you good health this morning?"—*Jeffrey*.

Falstaff: "What would you think of a woman killing her husband?"

Doctor: "Good Lord, man, but, just what I want to save you from."—*Harmon*.

She: "What did papa say, dear, when you told him you were going to get married?"

He: "I do not remember what he said, darling, but I know I felt hurt."—*Brooklyn Life*.

The Editor of THE JOURNAL wishes to make the paper better. He asks you to tell him how to do it and offers to pay for your suggestion. See the competition announcements on first page.

Unimprovement Exercises by Miss Josie Kinney, student in Des Moines Public School. This is No. 2 of a Series beginning last month. The exercises are explained at length in an interesting article in this issue (December) by Prof. D. W. Hoff.

2. Blotter used and book closed or paper placed away.
4. Position: Body upright, facing desk, hands at elbows at back (may be omitted in grades 5 and 9).

1st Principle, by Numbers and Names.
24 Principle or Lower Turn, by Primary
24 Principle or Upper Turn, by Primary
4th Principle (first part of W), "Base Oral," because it is commenced on the base line.
5th Principle (D), "Top Oral," because it is commenced at the top.
6th Principle (first part of standard A), "Stem Oral," because it embodies an oral with stem.

These terms come as near fitting the forms, perhaps, as any that could be devised which a child could comprehend. Use the names instead of numbers in the *Primary grades*. The *sixth grade* (or earlier if it seems desirable) may learn the forms by numbers, and above that grade the technical terms may be used if preferred.

General Directions.

Review simple movement exercises on practice paper for the purpose of training the child in the use of the pen. It requires more skill to handle the pen properly than the pencil, and some time should be given to starting the pupil aright. Bad habits formed now will be likely to remain with him throughout his school life. It is far more important to start him right than that he should make good characters at the sacrifice of good position. Much care will be necessary at first to train the child to avoid soiling the hands, paper or desk with the ink; but after a time this difficulty will disappear if the teacher proceeds properly to bring the child to be ashamed of blots. Encourage

the pen on the thumb nail until they can see that the point "opens" and that in order for it to run smoothly it must rest evenly on the paper.

Groups of Capitals.

4th Try, or Base Oral Form: W, X, Y
5th Try, or Top Oral Group: O, G, D, E, L
6th Try, or Stem Oral Group: A, B, C, F, H, K, S, P, R, Q, T, U, V, Z
Teach complete or standard forms in all grades except the variations indicated in outline for 8 and 9.

THE JOURNAL has received a number of subscriptions from public school teachers of Butler, Pa., thanks to the efforts of the Special Writing Teacher, J. F. Huelzer, who appreciates the work the paper is doing.

Knowing our fondness for good writing, especially when due by public school students, Writing Supervisor W. F. Lyon of Detroit sends a beautifully written exercise by one of his pupils, a girl fourteen years old. There are plenty of professionals who would be put on their mettle by a contest with this young lady.

J. P. Regan, Special Teacher of Penmanship in the Public Schools of Rockville, Conn., sends us a letter and package of cards written in a style which we have never seen surpassed by a teacher in public schools.

At the Iowa State Teachers' Convention held at Cedar Rapids Christmas week there was a department of Penmanship and

especially pleased with the appended quotation (and there is much more of the same import in the paper):

"When we first started ten years ago to 'publish our own canon' up the stream of life we felt that it would be a mistake to pin our hope of accomplishing a man's work to the slender alidity of 'fornish' screaming eagles and 'exccate' impossible birds. The longer we live and the longer we are of life, the more we learn the way our classmates and others' pan out the more we are convinced that the best way to succeed in life is to attain true success must build upon a solid foundation of broad, general culture, and our only regret is that we did not more fully realize this in youth."

We hope Editor Williams will keep his paper upon this elevated plain and not allow it to deteriorate into a mere advertising sheet. The *Editor* continues:

"Too often does the skilled penman know little else than straight lines, curves, turns, spaces, shades and hair lines. This, indeed, is an age of specialties, yet no man is excusable for ignorance upon the other branches which are as necessary, and even more so, toward making a useful and enlightened life as penmanship, or upon the events of the day, a knowledge of which is a characteristic of every progressive nation, state or individual."

"A professional in any line who cannot pass an intelligent opinion upon the problems of church, state or school which are the continual study of thinking people, or who does not feel an interest in the movements which are going on for the watchword, whether in or out of his special field of labor, is rapidly becoming unpopular and not so soon will he be able to open his course of thought to retain his position in cultured life."

Situations Wanted.

FOR SALE.—One-third interest in two of the leading Business Colleges of the Middle States. Address, for full information, "OPPORTUNITY," care PENMAN & ART JOURNAL.

“Want” Ads

AT A MEETING OF
THE MEMBERS OF

Unity Association

NATIONAL MARINE ENGINEERS BENEFICIAL ASSOCIATION

PORT OF NEW YORK.

the following Preamble and Resolutions were unanimously adopted.

WHEREAS the Members of this Association having heard with deep sorrow of the loss they have sustained in the death of
THEIR BROTHER

they while bowing with submission to the inevitable fate of all mankind,
deeply deplore the severance of another link in our brotherhood.

RESOLVED that we extend our deep and lasting sympathy to those on whom,
because of their relationship, this loss falls ever more keenly.

RESOLVED

THAT AS A MARK OF OUR RESPECT
the Charter of the Association be draped in mourning for a period of thirty days.

Secretary

President

SEAL

JAMES S. ROLLINSON: EST. BROWN

Get your class medals, badges, etc., also professional scarf pins from Henry Hart, Rochester, who has been serving our people acceptably for seven or eight years at least. He will make the prices right.

— The Bridgeport *Evening Post* has a highly commendatory notice of the methods pursued at the New B. C. of that city, of which J. F. Griffin is proprietor. "To show the remarkable growth of this school," says the *Post*, "this may be of interest to the readers: This college started during the summer of 1871 with one teacher and four pupils. To-day (November 25) the register shows 100 pupils and an efficient corps of teachers. This record is certainly phenomenal for so young a school." We may add that a large proportion of the pupils are for *EXAM* subscribers, as is the case with

CHRISTMAS.

principal and proprietor of the Portland, Ore.,

Prim. Childs is a progressive and prosperous

— The Atlanta, Ga., *Journal* speaks highly of the urgent testimony of our friend, Dr. Williams.

— We are pleased to receive a cleanly printed

viously taught at Chaddock College, Quin-
Ill. Not many teachers of his age, twenty-
seven years, have had a more extensive
perience at responsible work. He went to

other gifted friend, G. W. Wallace, directed the course of the special penmanship and dept.

INITIAL BY JOHN P. SIPLE, MANSFIELD, O.

IT SEEMS that our suggestion

— We wish to remind our friends interested in this department that several of the prize competitions announced in last issue and those now just in their line and offer inducement

— We are in receipt of the twenty-ninth annual catalogue of Parsons National B.C., Columbus, Ohio. It is handsomely printed on

The Remington Typewriter people have a masterful, "get-there" way of doing business. They got a notion in their heads that they wanted the first Columbus Souvenir Half-dollar minted. It came pretty high—\$9,000.50 above par—but they got it just the same. Above is a fac-simile of the check which passed in the transaction.

NEW YORK.

BOOKKEEPING, PENMANSHIP, CORRESPONDENCE, SPELLING, ARITHMETIC, LAW, CIVIL GOVERNMENT, BUSINESS PRACTICE.

BLANK BOOKS, BUSINESS FORMS AND OTHER COMMERCIAL SCHOOL SUPPLIES.

BLANK BOOKS, BUSINESS FORMS AND OTHER COMMERCIAL SCHOOL SUPPLIES.

*Commercial Text Books*BOOKS
THAT
TEACH.*Commercial Text Books***Williams & Rogers' Commercial Publications**

POPULAR, PRACTICAL AND FASCINATING.

The Best and only complete series published. Adapted to schools of all grades.

NEW COMPLETE BOOKKEEPING,	\$2.50	COMMERCIAL LAW,	\$2.00
NEW BOOKKEEPING,	2.00	BUSINESS LAW,	1.25
NEW INTRODUCTIVE BOOKKEEPING,	1.25	PRACTICAL GRAMMAR AND CORRESPONDENCE,75
FIRST LESSONS IN BOOKKEEPING,75	CIVIL GOVERNMENT,	1.50
COMMERCIAL ARITHMETIC,	2.00	SEVENTY LESSONS IN SPELLING30
BUSINESS ARITHMETIC,	1.25		

PEN-WRITTEN COPIES (Reproduced), complete edition, - \$1.00
PEN-WRITTEN COPIES (Reproduced), abridged edition, - .50*Business Practice for Commercial Schools, Blank Books, Business Forms, College Currency, Commercial and Shorthand Diplomas and other Commercial School Supplies.*

Samples of copies will be sent to teachers for examination at half price. Specimen pages and Catalogue giving wholesale prices, introduction rates, and one thousand testimonials, sent free to teachers on application. Address

WILLIAMS & ROGERS, Publishers, Rochester, N. Y.

BOOKKEEPING, PENMANSHIP, CORRESPONDENCE, SPELLING, ARITHMETIC, LAW, CIVIL GOVERNMENT, BUSINESS PRACTICE.



THE Spencerian = Steel Pens

have been used by expert writers for over 32 YEARS. They maintain an envious reputation for SUPERIORITY.

Will send by post 12 pens No. 1 College, in a nickel-plated box for pocket, on receipt of 8 cents in stamps.

THE SPENCERIAN PEN CO.,

810 Broadway, NEW YORK.

that kind I take a piece of chalk and hold it up and say: "You see what I have in my hand; how many can tell me what it is?" "It is a piece of chalk."

"You are sure you see it?" "Yes." Then, quickly holding it, say, "Now, you don't see it, do you? Then, holding up both hands closed, one of which holds the chalk, say, "Will you please tell me in which hand I hold the chalk? Remember, it is a very easy thing to be taken." As I had it in my right hand, they will surmise that it is in the other hand, and they will say the other hand. And so I open my other hand. "You see how easy it is to be mistaken." By this time I have every eye in the room directed toward this piece of chalk. Now, I am going to do something with this piece of chalk, and I want you to watch me. I want you to see just what I do with this chalk: I am going to use it on the board. I want every body to see just how I use it. Here it goes (making an oval on the board). I ask them what this looks like. Some will say an egg. Some a watermelon. They tell me what it looks like. We talk about it, and I say, "Is there any one here who would like to make it?" Up goes a hand. "Very well, you can come up and make one like it." And he tries it. And I say, "Is there any one else who would like to try it?" And so I go on in that way until I have four or five up there. "You have done well. That was good. You did first rate. I wonder if there is anything else you can do now." And so from the black-board we go to the slate.

(To be continued.)

Our Special Christmas Number.

The December JOURNAL has twenty pages and a supplement, and cost about \$2,000. It is richly illustrated by more than fifty leading penmen, and has a beautiful special Christmas heading and page border. It includes index of all principal articles, printed in THE JOURNAL last year. The paper is well worth preserving as a souvenir. Mailed for 10 cents in stamps or sent with two other Christmas numbers of THE JOURNAL, all fully illustrated, for 20 cents.

Teaching Children to Write.

A Graded Course of Study in Penmanship for Public Schools.

BY J. C. WITTER-COPIRIGHT INTERESTS RESERVE-NO. 15.

[This series was begun in November, 1901. All the book numbers at this time may be had at the price of 10 cents. The first number, however, which those who wish to acquire complete sets should order, is the first number, as the others in the series being mostly disposed of.—PUBLISHER P. A. J.]

SECOND YEAR.

Fourth Week.

THE preceding three weeks should have been given to practice on blank paper without using copy-book. (See outline in January JOURNAL.) The fourth week begin tracing book (if used) and continue using blank paper for exercises and movement drills. Devote five to ten minutes at the beginning of each lesson, according to length of lesson, to this work throughout the year.

There should be a few blank lines on every page of the tracing book for independent writing, but if there is not, more time must be given to practice on blank paper than would otherwise be necessary, duplicating copies in book and drilling on simple movement exercises.

If the letters, words and sentences laid down for the following years are in the copy-book used, write them there after practicing them on blank paper. If not in the copy-book used, give more time to blank paper practice.

Write across the page of copy-book instead of down in columns.

Practice paper should have sufficiently smooth surface to allow the pen to glide over it without piercing, but not too sticky. Use paper liberally, as the child must acquire freedom and confidence in his movements. "Spare the paper and spoil the writer."

There should be only sufficient practice on single letters to fix the form in the mind and give some degree of accuracy

in execution. As letters are rarely used singly, and the forms at least of the first and last strokes are often changed when combined in words, children should have much practice on easy words and exercises calculated to impart that easy sliding movement of the hand toward the right necessary in combining letters gracefully.

For process of constructing or developing small letters see corresponding letter in first year.

The arm should rest on the muscular or "fleshy" part just below the elbow ("cushion for the arm to roll round upon"), the wrist nearly level, hand sliding upon nails of third and fourth or last two fingers. Copy II.

Fifth Week.

Review exercises. Teach *r*: *is, mir, six, far, box, sixteen, twenty-six, or, fur, war, tear*; *v*: *is, rim, cine, very, red, car, ever*. Sentences composed of similar words. The cross stroke in the *r* should be made upward to insure a light line; *v* should be narrow at the top like *e*. The wrist should not touch the desk. The hand should not drag along the side. Only tip of third and fourth fingers should touch the paper. Copy X.

Exercises 129 and 131. Close *e*'s at the top; *o* on one, only, outward, odd, over, organ. Teach *u*. Close *a*'s at top; *oo, ai, air, aim, arm, apple, angry, ask, ait, apron, arrow*.

Sentences composed of similar words. The feet should be flat on floor in front of pupil, and near together. The body should not touch the desk. Teach *c*: *er, co, con, con, cane, cane, croak, clock, car, click, count, calf*. Sentences. The arm should slide along easily without bending the wrist. Hand straight with the arm. Copy V.

Sixth Week.

Exercises 129 and 132. Teach *ce*: *ice, nice, mice, rice*.

Teach *r*: *2's* joined, *3's* joined; *err, car, ran, rain, room, round, romp, err, every, etc.*

Teach *s*: *2's* joined, *3's* joined; *is, air, sun, summer, sang, sink, sang, etc.* Sentences. Hold the pen lightly. Copy U.

Seventh Week.

Exercises 129 and 132 and others similar. Teach *i*: *is, ill, ink, etc.*

Teach *r*: *we* (drop horizontal curve in *v* very low), *win, var, warm, rail, walk, row, why, what, etc.*

Exercises 133, 136 and 139. Teach *n*: *sun, summer, sang, sink, sang, etc.* Sentences. Do not lift pen until word is finished. Copy V.

Eighth Week.

Exercises 103, 105 and 111; *num, num, mist, make, miter*.

Teach *u*: *er, err, joined*. Words and sentences. The arm should rest lightly on the desk. Have pen point toward right shoulder "so that if it were a gun it would shoot you right in the shoulder." Do not lean down on the pen. *x, er, joined*. Words and sentences. Copy Q.

Ninth Week.

Exercises 157 (talk about a chain), 158 (talk about a watchband and chain); *on, one, owner, owned, etc.* Sentences.

Teach *c*: *er, er, joined*. Watch that downward stroke is not curved too much; *con, car, crew, etc.* Sentences. Do not allow the use of worn out or worthless pens. Copy Z.

Tenth Week.

Exercises 157, 158 and 132; *s, ss, ss, joined; star, storm, etc.; r, rr, rr, joined; river, rocky, etc.* Sentences. The *s* should slant at an angle of about 45°. This will bring it on the average hand about the knuckle. Copy O.

Eleventh Week.

Exercises 159 and 160; *or, ore, more, rose, etc.* When matter under the *o*, let the connecting stroke suggest lightly. Copy C.

Twelfth Week.

Exercises 158 and two or three preceding ones; *over, rover, clover, c, ce, ce, joined; co, corn, coin, coins, etc., sea, seas, etc.* Sentences. Watch the quality of lines. The pen should be light and smooth. Copy D.

Thirteenth Week.

Exercises 161 and two or three optional ones. Teach *t*: *its, tire, far, tar, try, tug, too, ton, town, towers, etc.* Sentences. Teach *d*: *date, dates, day, dog, etc.* Sentences. See *i* and *d* in first year. Copy F.

Fourteenth Week.

Exercises 161 and two or three optional. Review *d*: *did, joined; d, dine, dine, odd, duck, etc.* Sentences. Teach *g*: *up, put, put, river, rise, pipe, pig, pers, etc.* Sentences. See that pupils do not bend over desk. Copy A.

Fifteenth Week.

Exercises 162 and 163. Two optional. Teach *q*: *app, joined; qu, quire, quill, quail, quack, etc.* Sentences. Teach *l*: *up, put, put, river, rise, pipe, pig, pers, etc.* Sentences. See that pupils do not bend over desk. Copy A.

Sixteenth Week.

Examination or review of term work according to suggestions for first year, first term.

Kind Words.

We printed in a recent number of THE JOURNAL a number of extracts from letters received from penmen, which were specially commending the work that THE JOURNAL is doing. Many new subscriptions have been received from public school teachers and we are glad to hear that the JOURNAL subscriptions are most readily obtained and we hope all of our friends will do their best according to their several opportunities.

W. D. Moon, for three years past supervisor of penmanship in the public schools of Idaho, O. W. Moore.

Public School Department of your excellent JOURNAL shows a degree of push and enterprise that must at once commend it to every penman who is a penman, and they are specially interested in penmanship or good.

Miss Frankie E. Steadman, Supt writing and drawing, McCallsville, O.: "I cannot teach without THE JOURNAL. Its articles are as good as gold, teacher, and never ending source of inspiration."

O. H. Brees, Writing Supervisor, Steadman, Que.: "I shall certainly do what I can to swell the number of THE JOURNAL readers. You give us the best to be had."

Bro. Detwiler, author of "Brother's Rapid Record Hand," the pioneer publication of the kind, and for eleven years past writing and drawing supervisor in public schools, writes: "After having taken your excellent paper for several years, I am glad to say my judgment the high rank penmanship has taken is largely the outgrowth of a great movement begun years ago in the PENMANSHIP SCHOOL, to make penmanship one of the fundamental features in public education."

Bro. Detwiler thus summarizes his views of THE JOURNAL from a public school standpoint.

"It is a lesson book. It shows 'how to do it.' Experience gives you the theory."

"It embodies the professional knowledge and practical experience of the most successful teachers in the land. Those who have studied the way."

"It encourages pupils by presenting their best work."

"It serves to arouse and focus attention upon penmanship so as to make it a fundamental feature in public education."

"Bring me in full touch with the public school that every teacher must have."

Other kind letters of this character have been received from the following public writing specialists: W. E. Marsh, Helena, Mont.; C. R. Pollock, Butte, Mont.; with good study; R. O. Waldron, McKeesport, Pa.; G. W. Ware, Fort Worth, Tex.

Ink in the Second Grade.

The subjoined paragraph, clipped from a Lafayette, Ind., paper, relates to an experience by Writing Supervisor J. H. Baetzken of that city. Mr. Baetzken writes that he thinks of introducing ink in the second grade of all the schools. He also describes a unique device for increasing interest by means of an "enthusiasm stick," which we had hoped to find space for in this issue, but it is crowded out. Here is the clipping referred to:

A successful experiment has just been tried in the second grade at Jenks school, taught by Miss Helen C. Baetzken, when the little folks in this room, under charge of the teacher and Professor Baetzken, have been using ink in their writing lessons, with remarkable success. This is the first second grade in the city to make ink writing, and it is being followed by the other grades. The work indicates that the pupils entered the room from the first grade well versed in slate writing, for the scholars, after a little practice with pencil, picked back readily to ink. Not a single blot, erasable figure, or an upset blot, resulted from the trial, and the short stories, such letters and the like, were most neatly written, much better, in fact, than might be expected from much older writing pupils.

F. M. Sisson, Penman, Newport, R. I.
Souvenir of Oldstone Mill, with 25 cards, 50
cts. Pentmanship taught by mail; 12 les-
sons, \$1. 00. Send for circular.

32 Broadway (near Fulton St.), New York

.....

New York, February, 1893.

LETTERPHASE	Page
-------------	------

[illegible]

keep up their subscription and prefer that we should continue it at its expiration and send bill, rather than cut them off short, as is done with other subscriptions upon their lapse. A subscriber on the Permanent List may, of course, stop subscriptions by notifying us.

Present subscribers, at the full price, not on this list, may have their subscription transferred to it by notifying us of their wish.

Of the prize competitions announced in December and January JOURNALS the time for two classes (Nos. 3 and 4) has expired. Several others will close with the present month, and those who intend entering have no time to lose. We wish that our professional brethren generally will take a hand in one or another of these competitions. This feature is somewhat in the nature of an experiment. If the poems show by their responses that they approve the idea it will be carried out still further, otherwise discontinued.

At least one competition in which every JOURNAL reader should take part is No. 1. This competition closes the last day of the year, and the reader would regret it if he did not take part. The JOURNAL reader would respond with at least one suggestion as to how the paper might be improved. The JOURNAL is a paper of many features that in his judgment are the best, numbering them in the order of their precedence, and he would be sure to feature that has the greatest attraction for him. He would suggest one simple matter, and one cent for a postal card will cover all necessary expense. The object of it, is to get the suggestions of the readers, and to be of sufficient interest, to induce every reader to respond. One, two, a dozen or a hundred suggestions would probably be made, so no particular value is claimed for the prize. A particular value is placed on the suggestions, which can hardly fail to produce some result in the line of improvement. May we not bear from you?

These pen competitions are in line with THE JOURNAL'S purpose to get at the best that there is in the business and to do everything possible for the promotion of penmanship and the writing of a healthy and useful literature. We offer prizes for various styles of pen work and have several competitions especially designed for students. In entering one of these competitions the student is assured that his or her effort is lost. The effort put into the execution of the specimen by the student in his practice adds just so much to his knowledge and skill—it is just so much more capital—and his specimen is a part of his permanent record. A certain amount of enthusiasm and stimulation is a greater effort, as no doubt it will, be is bound to be a winner, regardless of who may get the prize. There are few teachers of penmanship who do not have at least a few students or two pupils eligible to these competitions.

COMPETITION No. 1.—\$5 will be paid for the most practical suggestion for improving THE JOURNAL by adding new features, discarding or modifying existing ones, &c., or for extending THE JOURNAL'S patronage in any line—in fact, any suggestion looking to the good of

THE JOURNAL'S readers or publisher. For second best suggestion, \$5; third \$2; fourth, \$1. Send as many suggestions as you like, together or separately. No matter how slight the detail—it's the little things that count—subjects suggested for articles or illustrations, changes of style us to form, in fact anything that that would make the paper more pleasing or more valuable to you, or, in your judgment, to others.

Anyone is eligible to this competition, whether a subscriber or not, provided he will name four (or more) present features that interest him most, numbering them in the order of their precedence; also name the present feature that is of least interest to him. We shall hear from the thousands of boys and girls who read **THE JOURNAL**, as well as from the grown folks. Give us a postal card at once. The competition closes with the end of the present month.

COMPETITION No. 2—Five dollars cash for the best ornamental page border design. Two gross of Ames' Best Pens or a set of our special Pen-artists' Edition of AMES' BOOK OF FLUORISSES for next best. Competition closes February 28.

COMPETITION No. 5.—Prize for best set of five, gold pin; second prize, smaller gold pin; best single initial, \$1. Competition closes March 1.

COMPETITION No. 6.—Best Flourish, \$10; next best, \$5; third best, two gross of Ames' Best Pens. Competition closes March 15.

See Jan. JOURNAL

COMPETITION No. 7.—For students in Business Colleges or Penmanship Institutes.—\$5 for best specimen of business writing; handsome badge for next best. Competition closes June 1.

COMPETITION No. 8.—For the greatest improvement in writing by students of Business College or Penmanship Institute. First prize, \$5; second prize, a gold badge. Competition closes July 1.

In addition to the prizes, portraits and sketches of the winners in competitions 7, 8 and 9, perhaps in others, will be printed in THE JOURNAL.

Request to Competitors.

Those who have already sent designs for competition in any of the classes from No. 2 to No. 6, inclusive, are requested to inclose in an envelope entirely blank except the following address: "D. T. Ames, 302 Broadway, New York." Another envelope wholly blank except the inscription, "*For Completion No. —*" (stating the number). This inclosed envelope should contain the correct name and address of the competitor, together with a copy of the motto or device by which his specimen is distinguished, and should be sealed. A separate inclosed envelope should be used for each class in which the competitor may have entered. Those in such sealed envelopes will not be opened until after the awards have been made.

These directions are made necessary by a slight error in provisions for identifying specimens as formerly announced. The winners in competitions 3 and 4, now closed, will be announced next month.

Talks on Teaching.

A **DRAWBACK** to the full development of young teachers that has come frequently under our observation is a lack of breadth. The defect is by no means confined to the dull teachers. One-idea people are, perhaps, not more numerous from birth than one-eyed people. The part essential to a harmonious whole is missing from accident generally rather than from any primal oversight of nature. The one-idea teacher is nearly always the victim of environment. His experience

has been restricted to certain conditions, which he has accepted as proper and orthodox, because they have seemed to meet the exigencies of the situation in the school where he was trained, and he has, consequently, troubled himself to look much less to conditions which every new method gets its vital force from the man behind it, that individualities differ and that one man may have a trick of doing things well in a way that would invite disaster if adopted by another. It is quite possible to imagine a teacher of at least fair capabilities failing in his work by too strict adherence to a routine which he has learned from one or another teacher. The ability to adapt, to inject one's own personality into one's own work, makes all the difference between success and failure.

Few persons are so richly endowed by nature that they can think it all out for themselves. They must profit by the experience of others—contemporaries and those who have gone before. Inquiry, investigation, comparison, experiment, are important parts of every successful teacher's work. It is here that the teachers' meetings, with their opportunities for interchange of thought and experience, are of the greatest benefit. And it is here that the teachers' papers have the best chance of earning their subscription price.

We are pleased to be able to announce a new feature that we think will be of the greatest interest to commercial teachers. In the next number of *THE JOURNAL* will appear the first of a series of "Talks on Teaching," by A. S. Osborn of the faculty of the Rochester Business University. Mr. Osborn, as is well known, is in the very front ranks of the commercial teaching profession. Himself an excellent type of the modern progressive teacher who doesn't have to wait until his hair is white in order to show his worth and win recognition, we know of no one better qualified by force of character, clearness of thought and breadth of investigation to assume direction of this important work.

The Bar of Ignorance,

BRO. FERRIS, in his paper published elsewhere in this number, lays great stress on the necessity of a penman knowing a good many other things besides the "three R's," figures, and reverses. It is certainly true that in these times a man engaged in any responsible work is supposed to have a good general education. The penmanship teacher's work brings him into direct contact with educated people. Ignorance on his part is inevitably subject him to the contempt of his pupils. In the attempt of his pupils. This is an age when the ignoramus has no sort of business in the schoolroom, and the fact that he may be highly skilled in one or two particulars will not make his position either secure or comfortable. I don't at all think that a penman engaged in this work is equipped with the "classical education," or that a knowledge of Greek philosophy is an essential factor in teaching a boy or girl how to write, but it is undeniable that a teacher of penmanship should be a good scholar. A good school workman is the element of greater success in these times than in any other.

and every person is expected to know, but these are the indispensables, and whoever falls below that standard has no business in a schoolroom as a teacher of penmanship or of anything else.

The B. E. t. World's Fair Exhibit
Insured

THE JOURNAL is able to announce authoritatively that the question of whether or not there shall be a business education exhibit at the World's Fair has been definitely decided, and that there will be such an exhibit substantially on the lines already indicated in these columns. That is to say, the exhibit will combine the two phases which have been denominated "still" and "active." An exhibit of this character should be fairly representative of the great cause for which it stands or it would be best that it were not made at all. We feel assured that these conditions will be fully met.

Failure of the Proposed Penmanship Exhibit.

WE should be very glad to be able to report as satisfactory an outcome for the plans that had been announced for a representative exhibit by American penmen. This matter was taken in hand by the Western Penmen's Association as early as its meeting in December, 1891. Committees were appointed at that time to make the necessary arrangements. Mr. A. N. Palmer, of Col., D.

subdivisions of which the Fall committee, for the East, South and Pacific Slope respectively—Mr. Hammon and Mr. Denme for the East; Mr. Welsh and Mr. another for the South; Mr. Stoddard and Mr. another for the Pacific Slope. It is regretted that the Fall committee did not recall for the Coast. Just what shape the work of these gentlemen we have not been able to learn, but believing them all to be interested and capable men we feel assured that the failure of the scheme is due to lack of support on the part of the Coast. As we understand the matter, Bro. Parsons, after making strenuous efforts to interest the profession to the point of producing something tangible, gave up in despair at the lack of encouragement—and so the matter dropped. It does not seem to appear to have been successful. It was at the late meeting of the W. P. A. Indeed, its discussion would have been perfectly useless at so late a day. The unfortunate fact that contrates us is that there will be no penmanship exhibit at the World's Fair. The opportunity of a lifetime has been missed.

Our Duty to Our Readers

It is again necessary to state, and with all the emphasis with which it has been repeatedly stated in these columns, that under no circumstances can the editor or the publishers of this journal undertake to respond to requests for biographic work, or to give recommendations. We are dealing with tens of thousands of people interested in penmanship, and it would require the entire services of several persons to respond to all the demands for biographic penmanship specimens. The rule against such requests is not a rule of necessity absolutely imperative, and we believe that this necessity for such a rule is sufficiently obvious to any reasonable person. What time our force has for the production of such matter is employed on specimens for *THE JOURNAL*, which is presented for the benefit of all our friends.

Those Elusive B. I. A. Proceedings

WELL, what on earth has become of the B. E. A. proceedings at Saratoga that Bro. Warr guaranteed to publish as one of the accepted functions of "organ-ship"? This delay beats all records. It is a singular and suggestive fact that the publication of the B. E. A. proceedings in official pamphlet form was accomplished without skip, year after year, until the "organ" arrived with Bro. Warr at the keys and Bro. Brown at the bellows, and that no sign of such a



The Penman's Leisure Hour—Continuing The Journal's "Galaxy of Flourishers" Series.

Upper Example by A. K. Bush, National Commercial College, Des Moines, Iowa; the lower one by E. M. Christie, Northwestern Business College, Sioux City, Iowa

THE EDITOR'S SCRAPBOOK

—The end writers show up very handsomely this month. We have beautiful ornamental work in his line from D. L. Hunt, Stockton, Cal.; B. C. P. A. Bromoto, Cedar Rapids, Iowa; B. C. P. A. Curtis, Wilkes-Barre, Pa.; B. C. P. A. R. Merrill, Gray, R. C.; Portland, Maine (also flourish); J. W. Haley, Ft. Edward, N. Y.; B. C. P. A. S. Preston, the veteran penman of Brooklyn; E. S. Sutterlight and J. Fournier, Mt. St. Louis Inst., Montreal. Fancy ornamented capitals embellish a number of designs, furnished and otherwise, are from J. W. Jones, Mt. Auburn, Iowa.

—Script specimens representing card work in plain and ornamented styles come from C. A. Vessel, penman of the Ferris Industrial School of Business, Big Rapids, Mich. Mr. Vessel's machines must be superbly tuned, judging from the lightness with which his pen touches the paper when he is doing unshaded work.

—A well-made set of ornamented capitals supplemented by hand flourish comes from E. A. McPherson, late of Oswego, N. Y., but recently called to teach penmanship and other branches at the Texas B. C., Fort Worth, Texas. In addition to his penmanship accomplishments, Mr. McPherson is an expert practitioner and teacher of Graham shorthand.

—Several attractive holiday remembrances, written and printed, were received too late for notice in the last issue, among them a dainty

lot of script by B. S. Collins, penman of the Knoxville, Tenn., B. C., and a fancy engraved design from F. Adams, penman, Chas., Ill. — P. M. Sisson, Newport's prize penman, sends us a half-tone engraving of his "Old stone mill" drawing, the same that he offers through our Professional Directory in connection with written cards. You should have this for your scrapbook.

—Handsome script specimens and letters written in professional style came from L. Madhrazz, Cedar Rapids, Iowa; G. M. Ellick, Hudson, Mich.; W. F. Key, Patoka, Ind.; H. B. Fowler, Huntsville, Ala.; J. E. Blanton, Hadenham, Ga. (our old friend gives it a fine accent with a club); J. C. Melton, Westland, Mo. (follows Blanton's good lead); E. C. Lovell, San Bernardino, Cal. (also with a club); P. D. Knausner, Houston, Texas; J. M. Holmes, Newark, Ohio; D. L. Hunt, Stockton, Cal.; Geo. L. Fuller, Waterbury, Conn. The writing in most of the above is ornate in character with more or less shading.

—Here is another batch, chiefly from teachers who use little or no shaded pen, wonderfully fine effect with the single quality line: H. B. Diehl, Fairmount, Ind.; C. H. Jenkins, Shaw's B. C., Portland, Me.; W. A. McKay, Winnipeg, Man.; W. H. Beaman, Dixon, Ill.; W. W. Moore, Iowa B. C., Los Mores.

—If E. A. Zartman of Co. E, Second Infantry, Ft. Omaha, Neb., is as good with a rifle as he is with a pen, our ghost-dancing brother in red would do well to give that place a wide berth. We are judging from a letter

recently received, executed in a penman and very pleasing fancy text.

—Another fancy text letter, though widely different in style, is from Joseph W. Mossman, penman, Wichita, Kan. It enclosed photograph of an elaborate pen drawing entitled the "Chorus Rose," being a skillful pictorial representation of the author's impressions of that noisome incident in the life of "Bon Hur." It makes a showy and handsome picture.

—We have several well-made initial letters, word combinations and a hand flourish from the pen of D. E. Johnson of the Sioux City, Iowa, Normal College, a good penman and a warm friend of THE JOURNAL.

—We are always glad to hear from our young friends whose writing has been improved through the instrumentality of THE JOURNAL—and we do hear from them very frequently. Many of them are now professional artists and teachers of reputation. A letter written in an excellent business hand has been received from F. H. Brown, San Francisco, a young man 17 years old. He encloses specimens of his writing about a year before he became a JOURNAL student, and the two specimens represent a marked contrast. In the same line we have a letter from Edwin Hazel, Dublin, N. H., which is highly creditable to a lad of 15.

—Other script specimens and letters showing writing of particular merit have been received from Harry King, Patterson, N. J.; J.

W. Yerex, Davis School, Winston, N. C.; H. S. Inscho, Bristol Springs, N. Y.; Jos. Howard, Lawrence, Mass.; C. H. Plato, Rosieck Falls, N. Y.; J. Harry J. Bentz, Allen Lane Station, Phila.; J. E. Parker, Ft. Spring, W. Va.; J. S. Cheslure, Rome, Texas; H. S. Goodley, Buffalo, Illinois; Herman Mosser, Capital B. C., Austin, Texas; W. S. Gardner, Madison, Mo.; L. T. Hernan, Steelton, Pa.; J. F. Lucas, Flat Creek, La.; F. S. Heath, Concord, N. Y.; M. L. McMahon, Canton, Texas; John McLean, Hartford, Conn.; W. H. Lethrop, St. Boston, Mass.

Students' Specimens.

—E. L. Elliott of the Conn. Dept. of Viator, Ia., Normal Inst., submits specimens showing the work of several of his pupils. The style he teaches is very simple and legible, entirely unshaded as to the small letters, but with a slight shade in the capitals. Specimens denoting of mention are signed by J. B. Robinson, Etta M. Ross, J. P. Gunning, Emma Shaw, Mr. Elliott is a teacher who takes great pride in his work, and we congratulate him on the results shown by these specimens.

—H. K. Holcomb, Prin. Amity Com. Coll. College Springs, Ia., sends specimens by W. B. Hall and Walter Service, two of his pupils. The writing of both is good, and that of Bill is especially good in movement and spacing. Mr. Holcomb is himself an accomplished penman, and his signature to a letter to one that you would not be likely to forget.

BY A. C. WEBB

No. 3.

There is no rule for determining the order in which the letters of a monogram should be read. You should always endeavor, however, to get the initial letter of the surname more prominent than the other letters by making it either larger or shading it darker.

Aim to get a pleasing combination of both straight and curved lines. Some very pleasing effects in rustic letters can be secured by working the different letters so as to represent kinds of wood. Rustics can be combined with other styles of letters if not made too prominent. The last monogram given was made almost entirely with the bow pen, the background only being made frehand.

There are so very few ways a lady can make money and so few chances open to us that I know all your lady readers will be interested in hearing of my success in plating watches, table ware and jewelry. I make from \$10 to \$25 a week, and my customers are delighted with my work. It is a profitable business and can take a plating machine and plate old knives, forks and spoons. This machine plates with either nickel, silver or gold, and will generally give you a finished article in a few minutes. I hope my experience will be a profitable one to my readers as Mrs. Wilson's was to me. Anybody can get a plating machine by addressing the Plating Machine Co., Columbus, Ohio. The plater seeks for his lady who can see to it. Write for this free.

MRS. C. WYMAN.

The Cleveland Bindery, Publishing Dept., 196 Seneca Street, Cleveland, Ohio, wants the names of all teachers of bookkeeping on postal cards and will send sample pages of "Normal Bookkeeping."

W. KIBBE,
181 TREMONT ST.,
Engrossing.
BOSTON, MASS.

G. W. Harman.

BY C. P. ZANER.

G. W. Harman, penman, teacher, gentleman, was born on a farm in York County, Pa., Sept. 23, 1861. The age of sixteen found him teaching a country school of eighty-five pupils. This alone bespeaks his future. It reveals unusual qualification and ability. It not only displays mental uptness in studies, but sturdy qualities in character and discipline.

The next four years were spent in Clark County, O., in the same noble work. An increase of salary each year was an unquestioned compliment. At this time an itinerant teacher of penmanship succeeded in discovering and developing the latent forces of grace and beauty, for from this on he was called a penman.

Not content with what many would have been satisfied, he attended the National Normal University of Lebanon, Ohio, increasing his literary and art ability and adding thereto a practical knowledge of the science of accounts. His ambition was to be well educated, and what proved the realization of his desire was the willingness to work for it.

Following this work, he taught penmanship and completed a three years' course in Wittenberg College, Springfield, O. It was here he added polish to his attainment which has in no small measure contributed to his success. It was here, too, that he made the acquaintance of one of Springfield's most estimable families, in which he succeeded in winning a charming, Christian, noble woman's love. Mrs. Harwood's maiden name was Miss Jennie M. ...

Mr. Harman was elected Principal of the Bonnellsville, O., public school, which position he resigned to accept one more congenial to his tastes at the hands of Colonel Soule of Soule College, New Orleans. Fortunate indeed was this move. It brought together two of America's most liberal, polished, able gentlemen and business educators.

As most of the readers of THE JOURNAL know, Mr. Harman is an expert penman and artist, but what is still better, he is a progressive, enthusiastic teacher, and a liberal-minded man. He reads professional literature and appreciates the efforts of others in an uncommon degree. In fact, he is so modest and unselfish that he finds no difficulty in underrating his own efforts and overestimating those of others.

Mr. and Mrs. Harman have three lovely, bright children—Wanne Belle, Harold Soule and George Zaner. The naming of the latter the writer cannot but consider as a very distinguished honor, and one which will ever serve as an incentive for him to make the name honorable.

I have endeavored to tell in my plain, feeble manner the authentic truths of this "Representative Penman of America," but feel that I have fallen far short of justice. A life so well rounded, so full of hope, so prosperous, so industrious and inspiring, is indeed a greater pleasure to live than to depict, but I cannot close this pleasant duty without a suggestion or two to the younger penmen of the profession.


What can we learn from this *t*-

FOR SELF INSTRUCTION AND FOR CLASS USE.

FOR SELF INSTRUCTION AND FOR CLASS USE.
One of the most popular works on Writing ever published. Prof. H. B. Lerman, Kansas City, Mo., a specimen of whose magnificent writing appeared in the Jan. "Journal," says: "If you will receive the instruction you desire, you will not only furnish the schools of this country, but also of other countries, with your elegant Copy Slips."
Retail, \$1 to any teacher, with a view to introduction, 50 cents. Special price to schools.
H. W. FLICKINGER, P. O. Box 825, Philadelphia.

Something hinders your progress?
You can't control that movement.
Send five dollars for four months' instruction by
mail. This course has met with much favor.
Set of caps, 26 month's exercises, 1 doz. cards or sheet
of combinations 25c each. Sample lesson \$1.00

East
MILFORD, ILLINOIS.



END me 60 cents and the next train will bring you a copy of the *Pennmen's Ledger*. I have a few hundred copies yet, and wish to clear them out. It is a book of 166 pages, 9x11 in., and contains the work of 152 Pennmen with 115 portraits, and hundreds of letters received say it is the best thing of its class ever in

Think of it; only 3 cents gets you one, and if you are not satisfied with the bargain your money will be refunded.

Address
L. D. TETER,
Davenport, Ia.,
Care Iowa Com. Coll.

22

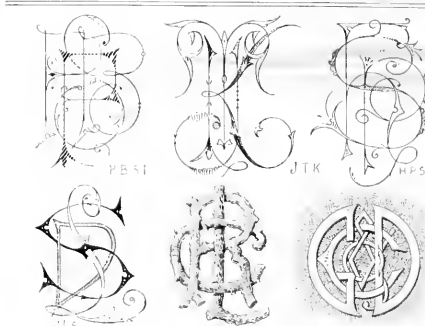
ARTIST*PENMAN.

**Executes all kinds of Ornamental Pen Work
To Order.**
Our Engraving, Pen-Drawing, Lettering and Flourishing
have received the highest commendations

• OUR SPECIALTY •
Is the designing of Ornamental Pen work, Resolutions, Testimonials, &c., executed in a first class manner, Large pieces of Flourishing, Lettering and Pen Drawings done in the best possible manner. Correspondence solicited and satisfaction guaranteed. Address

11-1f A. E. DEWHURST, Utica, N. Y.

This is the last month in which Competition No. 1 will be open. Have you any need for that \$5 prize—or one of the other prizes? It costs nothing to send suggestions. Do so at once.



By A. C. Webb, Illustrating his Accompanying Paper on Mourning Making.

PUBLISHERS OF LESSONS IN RAPID WRITING.

ing. Single copies mailed for \$5.00.
A practical or professional hand-writing
within the reach of all. Send for
illustrated circular, testimonials, &c.
Highly endorsed by such men as
Ames, Palmer, Hurdett and Zaner.
ships, suitable for home practice and
tion. 25c

AMES' BEST PEN IS THE BEST PEN MADE

Special prices to Schools and Penmen who purchase in quantities. Ask your Penmen friends which is THE best pen?

Dickinson's
Epitome
OF PENMANSHIP

It is a common-sense self-instructor in plain and ornamental penmanship. It contains 25 beautiful plates, size of each $5\frac{1}{2} \times 8\frac{1}{2}$ inches, and a book of instructions.

It teaches Card Writing, Business Writing, Fancy Writing, Off-Hand Flourishing, Pen Letters and Calligraphy.

It tells how to become a successful Card Writer. It tells how to teach penmanship. It tells how to make penmanship pay. It contains the most beautiful, bold, dandy and spirited specimen of any work on penmanship yet published.

It was gotten up expressly to inspire pupils to better efforts.

Because you want inspiration; because you want to improve your writing; because it will put dollars in your pockets and because you cannot well afford to be without it.

The Eptome complete is sent to any address on receipt of \$1.00. Circulars free. Address:

A. W. DAKIN,
Auburn, N. Y.

"The Book-keeper."

A handsome monthly Journal for book-keepers, stenographers and penmen. 50 cents a year.

SAMPLE COPY FREE.

BOOK-KEEPER CO., Publishers,
245 Detroit, Mich.



Charles St. 19-3

DANIEL SLOTE & CO.,
119 & 121 William St., N. Y.

8-12x NEW YORK.

in my school. Specimens and prices for stamp.

NON-SECTARIAN,
BUT THOROUGHLY
CHRISTIAN.

LINCOLN, NEB.

.....

Learn to Write
ZANERIAN MAIL COURSE
 COMPLETE
Scholarship only \$10.00
FINEST STATIONERY
 WRITE FOR PRICELIST

ZANERIAN ART COLLEGE, - - - Columbus, O.

P. S.—The seventy-five cent edition of the Zimarian Theory of Penmanship being exhausted and there being no margin to speak of at that price, no more will be published: therefore the price is **\$1.00**, but you get the cloth and gilt stamp cover for that price. Z. H. C.

BLANK BOOKS, BUSINESS FORMS AND OTHER COMMERCIAL SCHOOL SUPPLIES.	<p>BOOKKEEPING, PENMANSHIP, CORRESPONDENCE, SPELLING, ARITHMETIC, LAW, CIVIL GOVERNMENT, BUSINESS PRACTICE.</p> <div style="display: flex; justify-content: space-between; align-items: center;"> <div style="font-size: 2em; font-family: cursive;">Commercial Text Books</div> <div style="text-align: center;"> BOOKS THAT TEACH. </div> <div style="font-size: 2em; font-family: cursive;">Commercial Text Books</div> </div> <h2 style="margin: 10px 0;">Williams & Rogers' Commercial Publications</h2> <p style="margin: 5px 0;">POPULAR, PRACTICAL AND FASCINATING.</p> <p style="margin: 5px 0; font-size: 0.8em;">The Best and only complete series published. Adapted to schools of all grades.</p> <table style="width: 100%; font-size: 0.8em;"> <tr> <td style="width: 50%;">NEW COMPLETE BOOKKEEPING, - - - \$2.50</td> <td style="width: 50%;">COMMERCIAL LAW, - - - \$3.00</td> </tr> <tr> <td>NEW BOOKKEEPING, - - - 2.00</td> <td>BUSINESS LAW, - - - 1.25</td> </tr> <tr> <td>NEW INTRODUCTIVE BOOKKEEPING, - - - 1.25</td> <td>PRACTICAL GRAMMAR AND CORRESPONDENCE, - - - .75</td> </tr> <tr> <td>FIRST LESSONS IN BOOKKEEPING, - - - .75</td> <td>CIVIL GOVERNMENT, - - - 1.50</td> </tr> <tr> <td>COMMERCIAL ARITHMETIC, - - - 2.00</td> <td>SEVENTY LESSONS IN SPELLING - - - .30</td> </tr> <tr> <td>BUSINESS ARITHMETIC, - - - 1.25</td> <td></td> </tr> </table> <p style="margin: 5px 0;">PEN-WRITTEN COPIES (Reproduced), complete edition, - \$1.00</p> <p style="margin: 5px 0;">PEN-WRITTEN COPIES (Reproduced), abridged edition, - .50</p> <p style="margin: 5px 0;"><i>Business Practice for Commercial Schools, Blank Books, Business Forms, College Currency, Commercial and Shorthand Diplomas and other Commercial School Supplies.</i></p> <p style="margin: 5px 0; font-size: 0.8em;">Samples of copies will be sent to teachers for examination at half price. Specimen pages and Catalogue giving wholesale prices, introduction rates, and one thousand testimonials, sent free to teachers on application. Address</p> <p style="margin: 5px 0; font-weight: bold;">WILLIAMS & ROGERS, Publishers, Rochester, N. Y.</p>	NEW COMPLETE BOOKKEEPING, - - - \$2.50	COMMERCIAL LAW, - - - \$3.00	NEW BOOKKEEPING, - - - 2.00	BUSINESS LAW, - - - 1.25	NEW INTRODUCTIVE BOOKKEEPING, - - - 1.25	PRACTICAL GRAMMAR AND CORRESPONDENCE, - - - .75	FIRST LESSONS IN BOOKKEEPING, - - - .75	CIVIL GOVERNMENT, - - - 1.50	COMMERCIAL ARITHMETIC, - - - 2.00	SEVENTY LESSONS IN SPELLING - - - .30	BUSINESS ARITHMETIC, - - - 1.25		BLANK BOOKS, BUSINESS FORMS AND OTHER COMMERCIAL SCHOOL SUPPLIES.
NEW COMPLETE BOOKKEEPING, - - - \$2.50	COMMERCIAL LAW, - - - \$3.00													
NEW BOOKKEEPING, - - - 2.00	BUSINESS LAW, - - - 1.25													
NEW INTRODUCTIVE BOOKKEEPING, - - - 1.25	PRACTICAL GRAMMAR AND CORRESPONDENCE, - - - .75													
FIRST LESSONS IN BOOKKEEPING, - - - .75	CIVIL GOVERNMENT, - - - 1.50													
COMMERCIAL ARITHMETIC, - - - 2.00	SEVENTY LESSONS IN SPELLING - - - .30													
BUSINESS ARITHMETIC, - - - 1.25														
	<p>BOOKKEEPING, PENMANSHIP, CORRESPONDENCE, SPELLING, ARITHMETIC, LAW, CIVIL GOVERNMENT, BUSINESS PRACTICE.</p>													

PACKARD'S PUBLICATIONS.

1. **COMMERCIAL ARITHMETIC** (Complete Edition), with and without answers. The Standard Arithmetic. Retail price, \$1.30
2. **COMMERCIAL ARITHMETIC** (School Edition), containing the essential part of the complete book. Retail price, \$1.00
3. **PACKARD'S NEW MANUAL OF BOOKKEEPING AND CORRESPONDENCE**. Retail price, \$1.00

With proper discounts to Schools.

4. **LESSONS IN MUNSON PHONOGRAPHY**, with 240 pages of reading matter. Prepared by Mrs. L. H. Packard, under Mr. Munson's supervision, and acknowledged to be the best aids in the study of Munson Shorthand. Send for complete circular.

S. S. PACKARD, Publisher,
101 East 23d St., New York.

PRACTICAL Text Books

FOR COMMERCIAL SCHOOLS, NORMAL SCHOOLS, ACADEMIES AND HIGH SCHOOLS.

Spelling and Letter Writing.—Cloth, 204 pages. Twenty-fourth th edition. Price, \$1.00. A handsome and popular book. **Typewriting Instructor and Stenographer's Hand-Book**.—Cloth, 96 pages, two colors, \$1.00. Used in the largest and best schools. **Plain English**, a practical work on language, describing most of the uninteresting subject matter in the average grammar. Handsomely bound in cloth, 96c. **IN PREPARATION**: **Shorthand**, a model phonographic text book, containing many pages of finely engraved notes; **Commercial Law**, a complete treatise on business law and legal forms; **Bookkeeping**, a book giving modern forms and methods, illustrated with elegant script. A copy of either book sent postpaid at price given above. Specimen pages free.

For rates to schools, address the publishers.

2-41

The Practical Text-Book Co., CLEVELAND, O.

PRESERVE

your JOURNAL. Our new Handy-Binder makes an attractive, durable book of it. Will hold two years' JOURNALS easily. Price, 75 cts. With a year's subscription, \$1.50.

Sadler's

ARITHMETICS

Are the Standard Text Books in their special field. They are to-day more extensively used in Business Colleges than any other similar publications. Can a stronger endorsement be had?

The Counting House, 535 pp., Retail, - \$2.00
" Commercial, 411 " " 1.50
" Essentials, 303 " " 1.25

Copies of either of the above will be sent to teachers only for examination with view to adoption at one-half retail prices. Address W. H. SADLER, Pres.

SADLER COMPANY, Baltimore, Md.

DO YOU USE WRITING PAPER?

Of course you do. Do you use the best? Do you have difficulty in obtaining a variety or a good quality? If so, you need you a name book. We have a line of over 100 samples, surgical, ruled and wide ruled, especially for

PENMEN AND SCHOOLS.

These samples have been selected with great care by Mr. Kinley from the stocks of the various paper mills in the United States, the ruling has been done especially for us and we can guarantee all paper like samples at our price.

PENMANSHIP SUPPLIES.

Pens, Inks, Holders, India Ink, India Ink Trays, Rubbed Board, Cards, Drawing Materials, in fact everything in stock. Send for price list.

TYPEWRITER SUPPLIES TOO.

We carry a full line of typewriter supplies.

ARTISTIC PRINTING.

We do all kinds of artistic printing, making a specialty of work for penmen and schools. Letter heads, envelopes, circulars, notices and all printing not very fancy.

COMMERCIAL BLANKS.

Day Books, Journals, Ledgers and many kinds of all kinds. Notes, Checks, Receipts, City Receipts, etc., kept in stock and printed to order. The name of your school and out of buildings, etc., printed on all books and blanks of better paper than you can buy "ready made" books.

Let us hear from you. We'll treat you well and save you money.

HAWTHORNE PRINTING & STATIONERY CO.,
LINCOLN, NEB.

WM. M. CROAN, Pres't.

W. J. KINSLEY, Treas.

GEO. H. COLBERT, Sec'y.



